

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

9410 E. McKellips Road, Mesa, AZ 85207

Mesa Unified District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

2004-05	Highly Performing
2003-04	Not Evaluated
2002-03	New School

(a) For additional information, please refer to Achievement Profiles Page near end of document.

School Overview

Principal/Administrator : Mr. Mike Oliver
 Schedule : 07:00 AM to 03:30 PM
 Grades : K-6
 2005 Enrollment : 773
 Web Address : www.mpsaz.org/zaharis
 Phone Number : (480) 308-7200
 Fax Number : (480) 308-7255
 E-mail : maoliver@mpsaz.org

Mission

Children are the most important and valued educators in school. A teacher's role is to teach students how to evaluate, ask critical questions, explore, observe, and create. Education is a process of living and not a preparation for future living.

No Child Left Behind

Adequate Yearly Progress (b)

2004-05	Met
2003-04	Met
2002-03	Met

School Improvement Status (b)

2004-05	N/A
2003-04	N/A
2002-03	N/A

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- ü All students will write every day with an authentic purpose. Each child will build a foundation of writing skills while developing fluency, confidence and the desire to write. All children will see themselves as writers.
- ü All students will participate in daily silent and oral reading activities to promote reading achievement and enjoyment. Students will respond to literature with greater depth and breadth, using higher-level thinking skills.
- ü All students will develop as mathematicians and scientists through daily authentic practice.

Enrollment

October 1, 2004 School Year Student Enrollment : 737
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 185

Instructional Programs

- ü Literature-Based Language Arts Inst.
- ü Special Education Programs
- ü Technology-Based Learning
- ü Writing Workshop

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/15/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

The staff at Zaharis Elementary School provides a safe learning environment that promotes academic success and positive self-esteem for students. High expectations for discipline, self-worth and cultural respect are woven into all school activities.

Parents

Zaharis School parents help their children arrive at school ready to learn and are actively involved in our school community. Parents are the child's primary teachers and instill high standards for success and demonstrate respect for all people.

Transportation Policy

Students who reside at least one and one-half miles from the school are provided with bus service to Zaharis School in accordance with district policy. Students on an open enrollment boundary exception must have their own transportation to school.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
ü Student Services Special Education Teacher Award	2003
ü Mesa Tribune Top 10 People to Watch	2003
ü Rodel Teaching Award Finalist	2003
ü KNIX Teacher of the Year / Walmart Teacher of the Year	2005

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	110	5983	79306	98	99	99	456	454	445	7	6	10	8	15	18	53	53	51	33	26	20
All Students (Prior Year)	90	5651	75509	97	98	100	545	532	521	6	9	13	10	19	23	43	33	33	42	39	31
Female	52	2922	38691	98	99	99	445	454	446	6	5	10	10	16	18	54	53	52	31	25	20
Male	58	3060	40583	98	99	99	466	455	445	7	7	11	6	14	18	52	52	50	35	27	21
African American	NC	269	4041	NC	100	99	NC	429	426	NC	12	17	NC	19	23	NC	57	50	NC	12	10
Hispanic	14	2187	32869	100	100	99	441	437	429	7	9	15	36	21	25	43	58	51	14	12	10
Asian/Pacific Islander	NC	150	1935	NC	99	99	NC	468	474	NC	5	3	NC	9	9	NC	48	48	NC	37	40
American Indian/Alaskan Native	--	221	4264	--	98	100	--	437	419	--	9	19	--	27	30	--	54	45	--	10	6
White	94	3156	36197	98	99	99	458	468	463	7	4	5	3	10	11	53	49	53	37	37	31
Students with Disabilities	17	685	10321	100	100	100	360	377	389	35	25	30	6	29	27	41	37	34	18	9	9
Students without Disabilities	93	5298	69060	95	99	98	474	464	454	1	4	7	8	13	17	55	55	54	36	28	22
Limited English Proficient Students	NC	703	15509	NC	100	100	NC	391	406	NC	17	20	NC	28	30	NC	49	45	NC	6	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	14	3051	39415	93	97	96	444	442	431	8	9	15	23	21	25	54	56	50	15	14	10
Non-Economically Disadvantaged	96	2932	39966	99	100	100	457	466	459	6	4	6	5	9	12	53	50	52	35	38	30

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	112	5986	79395	100	0	99	458	454	446	5	6	9	17	21	25	59	60	55	19	13	11
All Students (Prior Year)	91	5641	75492	98	98	100	526	522	519	5	11	12	12	14	16	56	48	47	27	27	24
Female	53	2926	38743	100	0	100	452	458	451	8	5	7	11	20	24	64	61	57	17	15	12
Male	59	3059	40618	100	0	99	465	450	440	2	7	11	22	23	27	55	58	53	22	12	9
African American	NC	269	4052	NC	0	100	NC	434	434	NC	9	11	NC	24	29	NC	60	54	NC	6	6
Hispanic	14	2189	32915	100	0	99	440	433	426	7	10	15	36	32	35	50	53	47	7	5	4
Asian/Pacific Islander	NC	150	1936	NC	0	99	NC	469	468	NC	2	3	NC	15	14	NC	58	63	NC	25	19
American Indian/Alaskan Native	--	220	4271	--	0	100	--	437	420	--	8	15	--	33	42	--	56	41	--	3	2
White	96	3158	36221	100	0	99	460	469	465	4	3	4	14	14	15	61	64	63	21	20	17
Students with Disabilities	17	684	10331	100	0	100	361	375	388	24	21	25	29	40	37	41	34	34	6	5	4
Students without Disabilities	95	5302	69139	97	0	99	476	464	454	1	4	7	14	19	24	63	63	58	22	15	11
Limited English Proficient Students	NC	703	15545	NC	0	100	NC	382	399	NC	18	21	NC	43	42	NC	36	35	NC	2	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	14	3052	39484	93	0	96	439	440	429	8	9	14	38	30	35	46	55	47	8	6	4
Non-Economically Disadvantaged	98	2934	39986	100	0	100	461	466	461	4	2	4	14	13	16	61	64	63	21	21	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	112	5935	78869	100	98	99	465	442	442	3	6	6	11	21	21	62	62	63	24	12	10
All Students (Prior Year)	88	5611	75053	95	98	99	623	578	597	2	10	7	12	14	12	72	68	72	13	7	9
Female	53	2903	38536	100	99	99	472	458	458	4	4	4	8	14	15	58	65	67	30	16	14
Male	59	3031	40302	100	98	99	458	425	428	2	8	8	15	26	26	65	58	60	18	8	7
African American	NC	267	4015	NC	100	99	NC	426	430	NC	6	8	NC	25	24	NC	61	61	NC	7	7
Hispanic	14	2160	32606	100	98	98	455	419	426	0	9	8	21	29	27	64	57	60	14	5	5
Asian/Pacific Islander	NC	150	1925	NC	99	99	NC	455	471	NC	5	3	NC	15	11	NC	59	64	NC	21	22
American Indian/Alaskan Native	--	216	4245	--	96	100	--	426	423	--	8	9	--	30	26	--	55	61	--	8	4
White	96	3142	36078	100	98	99	466	457	459	3	4	4	10	15	16	61	65	66	26	16	14
Students with Disabilities	17	676	10246	100	100	100	358	347	367	18	18	18	29	40	39	35	37	40	18	5	4
Students without Disabilities	95	5259	68697	97	98	98	484	454	454	0	4	4	8	18	18	67	65	67	25	13	11
Limited English Proficient Students	NC	687	15339	NC	100	100	NC	366	399	NC	15	11	NC	35	31	NC	48	54	NC	3	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	14	3015	39106	93	96	95	445	426	427	8	8	8	23	28	28	62	59	59	8	5	5
Non-Economically Disadvantaged	98	2920	39837	100	100	100	467	457	457	2	4	4	9	13	14	62	64	67	26	19	15

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	78	5594	78906	99	99	99	506	509	498	1	8	13	16	15	19	68	50	48	14	26	20
All Students (Prior Year)	65	5809	76019	100	99	100	506	514	499	3	9	14	44	34	39	20	13	14	33	44	33
Female	39	2679	38644	98	99	99	517	507	500	0	8	12	16	16	19	66	51	49	18	25	19
Male	39	2915	40236	100	99	99	495	510	497	3	8	15	16	15	19	71	50	46	11	28	20
African American	NC	219	4087	NC	100	99	NC	482	481	NC	15	20	NC	17	24	NC	55	45	NC	13	11
Hispanic	12	1921	31938	100	100	99	499	486	481	0	13	19	33	23	25	58	51	46	8	13	10
Asian/Pacific Islander	NC	136	1805	NC	100	98	NC	526	536	NC	7	5	NC	8	8	NC	50	45	NC	35	42
American Indian/Alaskan Native	NC	237	4593	NC	100	100	NC	479	467	NC	19	26	NC	24	29	NC	48	39	NC	9	6
White	63	3081	36483	98	98	99	507	525	517	2	4	7	11	10	13	70	50	51	16	36	30
Students with Disabilities	NC	650	10664	NC	100	100	NC	417	430	NC	33	42	NC	26	27	NC	33	26	NC	7	5
Students without Disabilities	73	4944	68310	99	98	98	513	521	509	1	5	9	14	14	18	70	53	51	14	29	22
Limited English Proficient Students	NC	560	12573	NC	100	100	NC	427	454	NC	23	27	NC	31	30	NC	41	38	NC	4	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	14	2737	38679	100	95	96	498	495	483	7	13	20	14	21	25	79	50	45	0	15	10
Non-Economically Disadvantaged	64	2857	40295	98	100	100	507	520	513	0	4	7	16	9	13	66	51	50	18	36	30

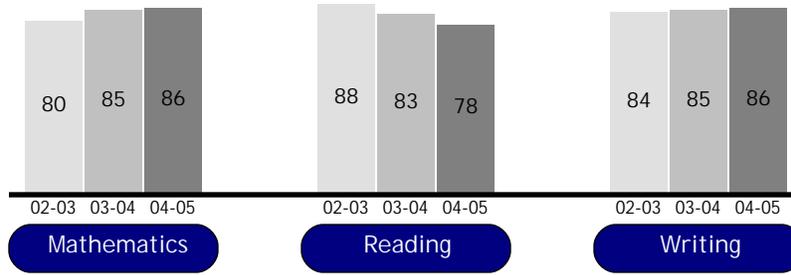
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	78	5599	78908	99	0	99	500	491	484	3	6	10	18	19	23	64	63	58	14	12	9
All Students (Prior Year)	65	5803	76020	100	99	100	512	507	503	8	20	25	20	22	23	59	43	40	13	16	12
Female	39	2681	38648	98	0	99	515	494	489	0	5	8	18	18	22	63	64	61	18	12	10
Male	39	2918	40233	100	0	99	484	489	479	5	7	12	18	20	25	66	61	55	11	12	8
African American	NC	218	4092	NC	0	99	NC	472	473	NC	9	12	NC	24	28	NC	61	54	NC	6	5
Hispanic	12	1925	31940	100	0	99	500	470	465	0	12	16	25	30	32	67	53	49	8	5	3
Asian/Pacific Islander	NC	136	1805	NC	0	98	NC	498	507	NC	1	4	NC	21	13	NC	67	65	NC	12	18
American Indian/Alaskan Native	NC	238	4569	NC	0	100	NC	469	457	NC	11	18	NC	31	39	NC	56	41	NC	3	2
White	63	3082	36502	98	0	99	500	507	502	3	3	4	16	12	14	64	69	67	16	17	15
Students with Disabilities	NC	651	10665	NC	0	100	NC	409	423	NC	21	30	NC	38	36	NC	38	31	NC	4	2
Students without Disabilities	73	4948	68312	99	0	98	509	502	493	1	4	7	17	17	21	68	66	62	14	13	10
Limited English Proficient Students	NC	559	12556	NC	0	100	NC	408	436	NC	22	24	NC	43	40	NC	32	35	NC	2	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	14	2742	38662	100	0	96	492	479	468	7	10	16	21	28	32	71	56	49	0	5	3
Non-Economically Disadvantaged	64	2857	40315	98	0	100	501	502	498	2	2	5	18	11	15	63	68	66	18	18	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	78	5524	78750	99	98	99	503	500	500	3	5	6	38	28	29	54	63	63	5	3	2
All Students (Prior Year)	64	5771	75673	98	98	100	555	530	530	15	15	12	12	25	25	63	56	58	10	5	4
Female	39	2649	38586	98	98	99	526	514	515	0	4	4	32	21	22	63	70	71	5	4	3
Male	39	2874	40135	100	98	99	481	488	486	5	7	8	45	35	35	45	56	56	5	2	1
African American	NC	215	4081	NC	99	99	NC	486	488	NC	4	8	NC	36	32	NC	57	59	NC	3	2
Hispanic	12	1884	31841	100	98	99	482	479	483	8	8	8	50	37	36	42	54	55	0	2	1
Asian/Pacific Islander	NC	136	1802	NC	100	98	NC	521	533	NC	2	2	NC	22	16	NC	72	75	NC	5	7
American Indian/Alaskan Native	NC	231	4586	NC	97	100	NC	481	481	NC	10	8	NC	34	37	NC	53	54	NC	2	1
White	63	3058	36440	98	98	99	506	514	516	2	4	3	36	23	22	56	69	71	7	4	4
Students with Disabilities	NC	642	10622	NC	100	100	NC	390	415	NC	22	21	NC	48	50	NC	26	28	NC	4	1
Students without Disabilities	73	4882	68196	99	97	98	516	515	513	1	3	3	38	26	25	56	68	69	4	3	3
Limited English Proficient Students	NC	541	12504	NC	100	100	NC	407	451	NC	17	12	NC	48	44	NC	33	43	NC	3	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	14	2686	38558	100	93	96	490	486	485	7	9	8	36	37	37	57	53	54	0	1	1
Non-Economically Disadvantaged	64	2838	40260	98	100	100	506	513	514	2	3	3	39	21	21	53	71	72	6	5	4

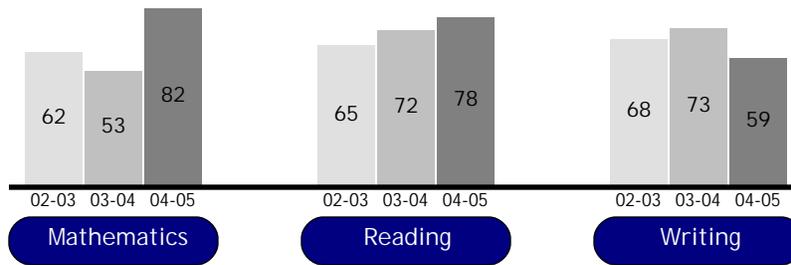
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

3rd Grade Proficiency



5th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2004-05

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	96	71	61	50	93	74	NA	58	94	62	50	47
	Language	97	71	49	43	95	73	53	50	94	65	49	47
	Mathematics	99	65	67	57	94	77	71	64	94	69	54	50
3	Reading	98	65	57	47	100	65	NA	55	97	57	50	44
	Language	100	70	61	54	98	70	63	61	97	53	49	44
	Mathematics	100	72	64	54	100	74	66	61	96	62	55	51
4	Reading	94	69	62	52	98	62	NA	56	98	59	52	48
	Language	94	60	54	48	98	57	55	52	98	61	52	49
	Mathematics	100	71	68	57	98	68	68	61	99	67	59	53
5	Reading	97	70	59	50	100	74	NA	55	97	61	55	50
	Language	95	63	53	46	97	60	55	49	97	62	55	50
	Mathematics	98	72	68	57	100	72	71	63	97	55	54	49
6	Reading	96	68	62	53	97	70	NA	56	97	61	58	51
	Language	98	49	53	45	92	56	55	48	97	62	54	47
	Mathematics	98	76	75	62	94	79	76	66	99	66	62	52

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Site Council

Council Composition

- 1 School Administrator(s)
- 0 Non-certified Employee(s)
- 7 Teacher(s)
- 7 Parent(s)
- 0 Community Member(s)
- 0 Student(s)

Council Duties

- Ü School Mission/Philosophy
- Ü Student Achievement
- Ü School Safety Issues
- Ü Attendance/School Growth
- Ü Enrichment/Cultural Events
- Ü Community Involvement

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	41.00
Other Professional Staff	3.00	Teacher Aide	15.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	16	3	0	0
4 to 6 years	3	4	0	0
7 to 9 years	2	3	0	0
10 or more years	2	8	2	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	33
Teachers with Emergency Certificaton.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Technology Lab
- Ü Observatory
- Ü Multimedia Library

Extracurricular Activities

- Ü Student Council
- Ü After School Sports
- Ü Curriculum-Based Field Trips
- Ü Chess Club
- Ü Bedtime Stories Night
- Ü Pom and Cheer
- Ü Band/Orchestra
- Ü Chorus

Social Services

- Ü Kids Corner After School Program
- Ü Community Library Program
- Ü School Improvement Advisory Council
- Ü Parent University Classes

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü Students at Zaharis School read with great purpose and pleasure during the 2004-05 school year. Students responded to literature with greater depth and breadth, using higher-level thinking skills.

- ü Students at Zaharis integrated technology with traditional learning activities across the curriculum. They developed problem-solving strategies that helped build their confidence and self-esteem, enabling them to better manage their choices.

- ü Through the writing workshop framework, Zaharis students emerged as writers, interpreting the world around them through authentic writing experience.

- ü A supportive school social tone was enhanced as a curriculum of caring was emphasized and reinforced.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	96	95	94	95
Transfers Out Rates ⁵	9	12	12	17
Transfers In Rate ⁶	11	28	28	37
Stability Rate ⁷	90	87	87	82
Promotion Rate ⁸	98	96	95	81
Retention Rate ⁹	0	1	1	3
Dropout Rate ¹⁰	0	0	1	6
Status Unknown ¹¹	0	0	1	4
Graduation Rate ¹²	NA	NA	NA	79

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

Zaharis staff provides for a safe and healthy learning environment for students. Positive standards for behavior have been established. Safety rules and procedures are taught and reinforced. Monthly safety drills are conducted.

Total number of incidents that occurred on the school grounds for school year 2004-05 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

0

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Michael A. Oliver	(480) 308-7200
Transportation Policy	Michael Yonker	(480) 472-0178
Community Resources	Dr. Dan Brisbin	(480) 472-7253
School Nutrition Programs	Loretta Zullo	(480) 472-0910
Parent Organization	Julie Ritter	(480) 308-7200
Student Health/Nurse	Jodi Christensen	(480) 308-7200

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Transfers Out: the rate at which students transfer out of a particular school relative to the school's original enrollment for a given school year.

6 Transfers In: the rate at which students transfer into a particular school relative to the school's original enrollment for a given school year.

7 Stability (s): the rate at which students starting the year at a particular school remain enrolled in that particular school until the end of a given school year.

8 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2004-05 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2004-05 school year, to include activity during the summer of 2004. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate. For more information on the dropout rate study see our website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

11 Annual Status Unknown: Percentage of students unaccounted for by any method during the 2004-05 school year. Annual status unknown students are not necessarily dropouts. For more information on status unknown, see our dropout rate study website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

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** Due to booklet size printing, print copies are produced in multiples of 4.